

Pupil premium strategy statement – Copythorne Infant School 2025-2026

Connected through the values of Love, Respect and Compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

'Be strong and of good courage, do not be afraid, not be dismayed for the Lord your God is with you wherever you go' Joshua 1:9

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

The Department for Education identifies disadvantaged pupils as:

- Eligible for Free School Meals or have been in the last six years
- Looked After Children (LAC), or those who have previously been looked after by the state but are now adopted or are subject to a special guardianship order, child arrangements order or a residence order.
- Children with parents in the armed forces.

It is assumed that these children are disadvantaged in comparison to others because of low family income, little or no family support (LAC) or lots of school moves all of which have been proven to have a negative impact on progress and attainment when compared to others. The Government provides funding, the Pupil Premium, to allow schools to put interventions into place to try to close the gap between disadvantaged pupils and their peers.

School overview

Detail	Data
Number of pupils in school	73

Proportion (%) of pupil premium eligible pupils	10%
Academic year/years that our current pupil premium strategy plan	Sept 2025 - July 2028
Date this statement was published	Oct 25
Date on which it will be reviewed	Oct 26
Statement authorised by	Mary Flynn
Pupil premium lead	Grace Allinson
Governor / Trustee lead	Jill Cairns

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 1,515
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 10,605

Part A: Pupil premium strategy plan -Statement of intent

<p>Our intention is to:</p> <p>Support children to</p> <p>grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential.</p> <p>All pupils irrespective of their background or the challenges they face make good progress and achieve high attainment</p> <p>We will do this by:</p> <p>Promoting an ethos of attainment for all pupils, rather than stereotyping disadvantaged pupils as a group with less potential to succeed</p> <ul style="list-style-type: none"> • Monitor and assess our pupil premium pupils regularly, putting in place an individualised approach to address any barriers to learning and cater for wider emotional needs;
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- Focus on providing high quality teaching in the classroom in addition to providing additional targeted support and interventions outside of the classroom.
- Focus on personal development through our PHSE/RSE curriculum and additional opportunities outside of the curriculum.
- We promote strong attendance for all pupils and work closely with families
- Our Pupil Premium Strategy has been developed after referring to guidance in the Education Endowment Fund (EEF) Teaching and Learning Toolkit of disadvantaged pupils. We have chosen approaches based on this research and based on strategies that have worked well in previous years

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Potential for lower expectations of disadvantaged pupils impacting negatively on educational outcomes.
2	Potential for disadvantaged pupils to be less engaged in learning and display poor metacognition and self-regulation skills (learning to learn skills).
3	Research shows that disadvantaged pupils may not develop phonological awareness and vocabulary at the same rate as other pupils, due to exposure to fewer words spoken and books read at home.
4	Research shows that disadvantaged pupils may be more likely to have lower attainment or struggle in particular areas.
5	Wellbeing, mental health and safeguarding concerns are more likely to be prevalent
6	Attendance of disadvantaged pupils is not as good as that of non disadvantaged pupils.
7	Limited money to fund extra-curricular activities reduces opportunities.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
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<p>1 / 4 All staff are aware of disadvantaged pupils They have individual plans and their progress is discussed at least termly . Disadvantaged children with SEND are discussed half termly .</p>	<p>Teachers and additional adults have a strong understanding of children’s attainment and other key information eg attendance so that they can plan for next steps</p>
<p>2. Implementation of Empowerment Approach through Inset Days/Staff Meetings/monitory/learning walks</p>	<p>The empowerment approach supports disadvantaged pupils by focusing on building their confidence, autonomy, and sense of control over their learning and lives. It moves away from “doing things for” pupils to “working with” them, encouraging active participation and self-belief.</p>
<p>3 The systematic, synthetic phonics approach to teaching phonics (Little Wandle Phonics Scheme) and reading books will result in all pupils, including disadvantaged pupils, learning to decode well and read in line with age related expectations.</p>	<p>As a result of targeted phonics teaching, pre-teaching, interventions and vocabulary teaching, assisted blending reading books, disadvantaged pupils will be able to decode and read well, Making strong progress from their starting points ..</p>
<p>5 Provide ELSA support to disadvantaged pupils so that key social and emotional skills can be taught.</p>	<p>Disadvantaged pupils will show improved attitudes and better learning how to learn skills</p>
<p>6 Admin time will be allocated to review and monitor the attendance of pupil premium pupils raising any attendance issues with the Pupil Premium Leader who will then contact parents to discuss support strategies for improving attendance.</p>	<p>Attendance of disadvantaged pupils will be as good as that of other pupils</p>
<p>7 support with costs incurred by extracurricular activities</p>	<p>Disadvantaged children are accessing extracurricular activities</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,400 –

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-</p> <p>In school the Pupil Premium will lead and manage pupil premium ensuring</p> <p>that:</p> <ul style="list-style-type: none"> • All staff are aware of which pupils are eligible for pupil premium All staff make use of a clear • assessment system to track the progress of pupil premium pupils. In each class, pupil premium pupils' needs are identified and met, including those of more able To • enable All staff to ensure that day to day teaching meets the needs of pupil premium learners support will be given from the inclusion leader including the use of ordinary • available provision <p>Consistent feedback to pupil premium pupils is specific, accurate and clear. Developed through regularly looking at books as a staff</p> <ul style="list-style-type: none"> • and the monitoring of leaders . <p>Planning identifies pupil premium pupil additional support based on formative and summative assessment.</p> <ul style="list-style-type: none"> • New inclusion lead to have three days to support and develop staff with provision in the classroom. <ul style="list-style-type: none"> • The empowerment approach – FIP <p>Support for new year R teacher</p>	<p>Research shows that stereotypical views of disadvantaged pupils can result in lower expectations and in turn educational outcomes for disadvantaged pupils. A member of staff and governor with a specific role to monitor and oversee provision for pupil premium pupils will ensure that all staff are aware of who our disadvantaged pupils are and have high expectations that impact positively on educational outcomes for them and wider aspects of life.</p>	<p>1,2,3,4,</p>

<p>Use of Little Wandle Letters and Sounds and reading books.</p> <p>Early Reading scheme.</p> <ul style="list-style-type: none"> • Ensure that all staff complete the Little Wandle phonics re-fresher and early reading training. • Purchase Little Wandle Phonics resources for use in all year groups and additional reading books. • Carefully monitor progress to ensure that the delivery of the phonics and reading programme is responsive and provides extra support where necessary. • Explicitly teach subject specific vocabulary linked to the topics. • Phonics Lead to deliver phonics and reading training to all teachers and TAs. • Phonics Lead to provide coaching and team-teaching support to ensure the effective delivery of the school phonics and reading programme and intervention programme. • Regular phonics and reading assessments highlight those in need of further support. Interventions are planned for those who need them. • Support staff with the provision for disadvantaged pupils 	<p>The Education Endowment Foundation (EEF) findings show that some disadvantaged pupils may not develop phonological awareness at the same rate as other pupils, having been exposed to fewer words spoken and books read at home. Targeted phonics interventions will therefore aim to improve decoding skills more quickly for pupils who have experienced these barriers to learning. Targeted teaching of vocabulary will aim to improve disadvantaged pupils knowledge of vocabulary</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2,710

ELSA -£810.00

Youth and Families Matter £1500

Admin - £400

Activity	Evidence that supports this approach	Challenge Numbers addressed
<p>Additional adult led interventions as identified through pupil progress meetings</p> <p>Individual interventions identified through review of personal plans .</p>		<p>1</p> <p>4</p>
<p>Provide PP children with the emotional support they need to ensure they can achieve their full potential</p> <p>Ensure ELSA support is given to PP children if needed. CPD – course.</p> <p>Youth and Family Matters Support</p> <p>Develop teachers pedagogical understanding to improve planning for opportunities to develop and support social and emotional development.</p>		<p>2 5</p>

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £495

Activity	Evidence that supports this approach	Challenge Numbers addressed
<p>To monitor attendance regularly with half termly meeting with admin staff to analyse trends /issues</p> <p>To meet and support families regarding attendance</p> <p>To support families to work towards achieving better attendance</p>		6
<p>Behaviour plans in place for individual children where needed. Review six weekly</p>		5 2
<p>Reading Eggs subscription for all PP children.</p> <p>Work with PP parents to introduce Paired Reading intervention for them to use and support their child at home.</p> <p>Creating a culture of Reading For Pleasure – and Celebrating achievements from outside school in Celebration Worship</p>		3
<p>Supporting families financially to take part in outdoor learning activities e.g. Testwood Lakes and providing suitable clothing. Meet regularly with parents – extra time at parents meetings for PP and additional meetings for POST LAC family and online meetings.</p>		7

Total budgeted cost: £10,605

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

As a result of pupil premium interventions in 2024 to 2025:

- In Year 1, all disadvantaged pupils passed the phonics screening check.
- By the end of KS1, 83% disadvantaged pupils passed the phonics screening.
- 84% disadvantaged pupils achieved ARE or better in Maths by the end of Year 2.
- 83% disadvantaged pupils achieved ARE or better in Reading by the end of Year 2.
- 67% disadvantaged pupils achieved ARE or better in Writing by the end of Year 2.
- Disadvantaged pupils in receipt of support showed improved attitudes to their learning.
- 3 children eligible for the pupil premium received access to the wider extra curriculum opportunities including Forest Schools, Multi-skills, football club.

- There were no suspensions last year for disadvantaged children –above for the previous 2 years (ISDR)

- Persistent absence for disadvantaged children was below national last year an (ISDR)

- Disadvantaged overall attendance was above national (ISDr)

Next year:

- Attendance will continue to be a focus across the school
- Further support for those eligible for the pupil premium with writing/reading.
- Empowerment Approach Training/action plan will be implemented.